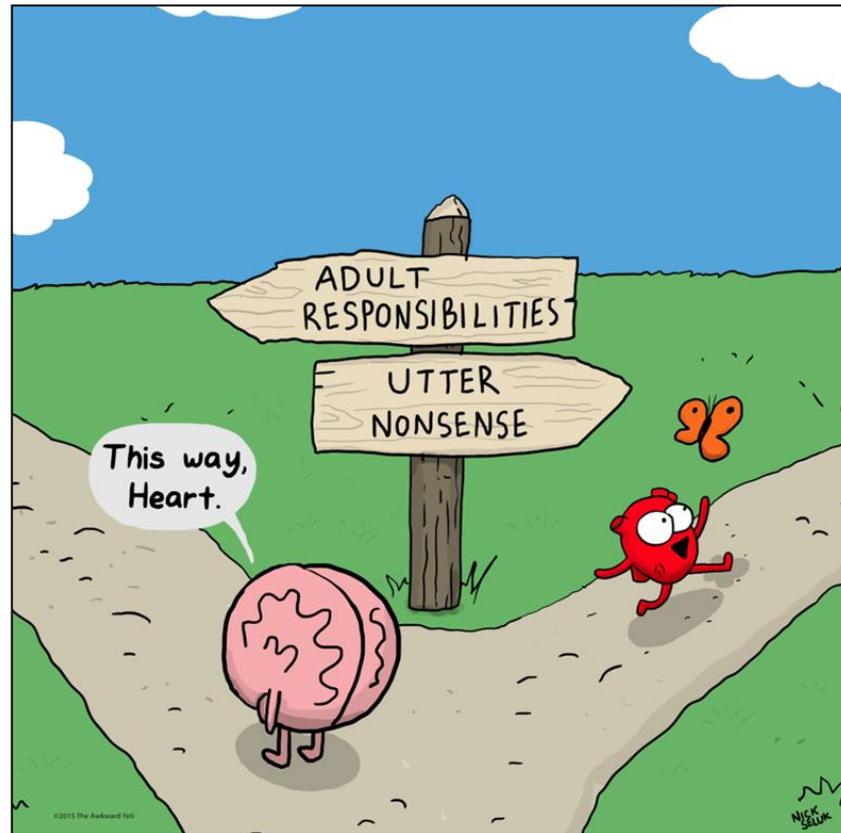


# Enhancing the learning process through the use of play



**Alison Tonkin**

# Aim of the session

- To promote the value of play based strategies for enhancing 'effective learning' for our students and staff

## An overview of what we're going to cover

- Defining play (if that is possible)
- Exploring why play is such an important part of the learning journey - throughout the lifespan
- What are we already doing?
- What could we do in the future?



# Your starter for 10...

You have 3 minutes to complete the following activity – remember Mr Chips...  
‘Say (or in this instance – write) what you see’



Building a schema – an introductory exercise to start you off...

Please look very carefully at the pictures of the aeroplanes below – in each box, describe what you see in relation to the aeroplane. Literally, ‘say what you see’ in each box.



Airbus A380



Boeing 747



Airbus A340

# It's all about relationships



# This is me



# So what is 'play'

'An important problem associated with trying to provide evidence for the development of play is that it is a difficult concept to define... without a definition, we have been unable to isolate play as a causal factor and it has been argued that previous studies have failed to show that it is specifically play (rather than any other experience) that is *influencing children's development*'  
(Howard and King 2015)

# Using something we already do

We all play – when we dream, imagine, create, experiment, take risks, try something new. Every time we have to step outside the box – try something different – to reach a student, to solve a problem, to come-up with a new policy, we are playing with ideas.

We cannot predict what will happen but we are open and accepting of how things might unfold.



# Some examples of what we already do

- Sophie – Business L2

Kahoot, Snakes and Ladders (revision game)

Word tennis and Naked Teaching Day (TES)

- Jenny – Business L1 and 2

Blockbusters on the SmartBoard

- Louise – English

Jigsaw activities, Matching games, role play

Throw the gonk (one who catches it has to speak)

- Sally – Art and Media (creative processes)

2nd year art and design students are currently using pre-existing objects (junk modelling) - one student is weaving with her shopping receipts



# The Teddy Murder Mystery

Who done it?



Mint Sauce



Big Ted



Furby



Nicholas



Honey Bear



Monkey



Floppy



Mr Dog



Wol



Geoffrey

Using all the clues,  
can you identify your  
murderer from the  
suspects on this page

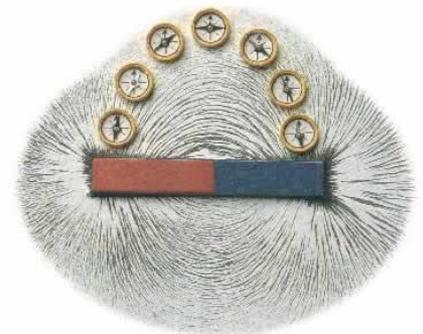
- Stephen – Science (last year in A level course)  
Electro-magnetic induction – give magnets, coils and voltmeters and let students ‘play’ to explore ‘cause and effect’

Magnets, compasses and iron filings – ‘play’ with the magnets to explore magnetic fields

*Nuffield Approach* – ‘Here’s the equipment, you fiddle [play] with it and tell us what you find out then we’ll tell you the theory’

Difficulties include it is time consuming and can lack focus – may not meet the objectives

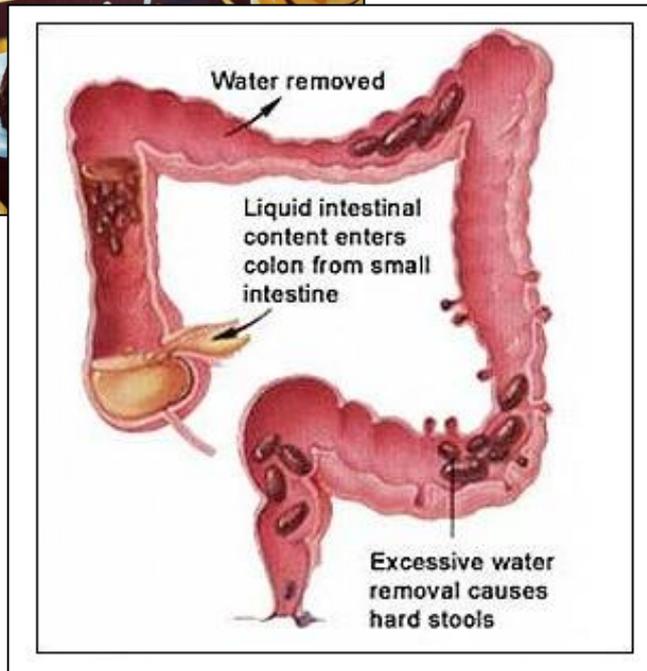
‘Vocational programmes are now too prescriptive and do not give enough time to enable exploration and curiosity’



# Making the abstract concrete (play as theatre)



Good for  
embedding  
maths and  
English



# Exploring tricky concepts

### DIARRHEA

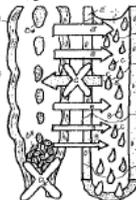


**FEAR & ANXIETY**  
**GUT INFLAMMATION**  
**UNDIGESTED FOOD**

*vagus nerve*  
*adipocytes*

**DIARRHEA** is often caused by increased intestinal motility while constipation, by decreased motility. In diarrhea, rapid delivery of chyme to the colon leaves little time for absorption of water. Defecation is frequent, and feces are watery. Anxiety, ingestion of certain foods (e.g., prunes), as well as the microbial infections can cause diarrhea. In constipation, decreased colonic motility causes excessive removal of water from the feces, as well as delaying peristalsis and mass movements. Defecation is infrequent and can be painful. Dietary fiber increases fecal bulk and retains water, promoting bowel movement. Lack of dietary fiber is a major cause of constipation.

### CONSTIPATION



**LARGE INTESTINE MOTILITY, ABSORPTION, SECRETION, FECES IN BLOOD CAPILLARY**

### BELCHING & FLATULENCE

**SOURCES OF EXPELLED GAS:**  
**SWALLOWED AIR, FERMENTATION, PUTREFACTION, CERTAIN FOODS, BACTERIA**

The source of gas in the gastrointestinal tract is air trapped in swallowed food (removed by belching), or fermentation products of some dietary materials by the intestinal bacteria in the cecum and colon (methane, hydrogen sulfide), or from putrefaction of foods. Intestinal gases (flatus) are normally expelled from the anus by flatulence. Excessive gas is a common source of pain and discomfort.



### LACTOSE INTOLERANCE: DIARRHEA & FLATULENCE

**MILK, UNDIGESTED LACTOSE, BACTERIA, GAS**

In some individuals, deficiency in the digestive enzyme lactase prevents absorption of lactose, the disaccharide sugar in milk and milk products. Accumulation of lactose in the lumen of the small intestine increases osmotic pressure, reducing water absorption and promoting diarrhea. The undigested lactose will be utilized by the bacteria in the colon, forming gas and causing discomfort and flatulence. These individuals should avoid milk products (yogurt however has its own lactase enzyme).



### PEPTIC ULCERS

**BACTERIUM, MUCOSAL COAT, STOMACH WALL, ACID**



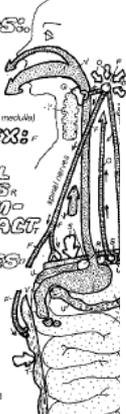
*HELI-CO-BACTER PYLORI*

### VOMITING

**INPUT FROM SENSORS:**  
*Dorsal or intestinal twist*  
*Extreme stomach distention*  
*Erection of clemens*  
*Severe headache*  
*Nausea-producing smells, taste, sights, and motion*

**VOMITING CENTER (in medulla)**  
**VOMITING REFLEX:**  
**GLOTTIS CLOSES, LOWER ESOPHAGEAL SPHINCTER OPENS, DIAPHRAGM/ ABDOMINAL MUS. CONTRACT, REVERSE STOMACH PERISTALSIS & PRESSURE INCREASE, FOOD EXPELLED.**

Ingestion of excessive amount of food or poisonous food irritates the stomach's sensors, activating sensory fibers to the vomiting center in the brain medulla. Motor signals from this center evoke the vomiting reflex. As a result: saliva flows, glottis closes, and abdominal muscles contract, increasing pressure on the stomach. Reverse peristalsis, aided by increased intra-abdominal pressure, expels the food out through the relaxed lower esophageal sphincter, esophagus, pharynx, and the mouth.





Bikini Bottom Genetics Name \_\_\_\_\_

Scientists at Bikini Bottoms have been investigating the genetic makeup of the organisms in this community. Use the information provided and your knowledge of genetics to answer each question.

1. For each genotype below, indicate whether it is a heterozygous (He) OR homozygous (Ho).
- TT \_\_\_\_\_ Bb \_\_\_\_\_ DD \_\_\_\_\_ Ff \_\_\_\_\_ tt \_\_\_\_\_ dd \_\_\_\_\_  
 Dd \_\_\_\_\_ ff \_\_\_\_\_ Tt \_\_\_\_\_ bb \_\_\_\_\_ BB \_\_\_\_\_ FF \_\_\_\_\_
- Which of the genotypes in #1 would be considered purebred? \_\_\_\_\_  
 Which of the genotypes in #1 would be hybrids? \_\_\_\_\_

2. Determine the phenotype for each genotype using the information provided about SpongeBob.
- Yellow body color is dominant to blue.
- YY \_\_\_\_\_ Yy \_\_\_\_\_ yy \_\_\_\_\_  
 Square shape is dominant to round.
- SS \_\_\_\_\_ Ss \_\_\_\_\_ ss \_\_\_\_\_



3. For each phenotype, give the genotypes that are possible for Patrick.
- A tall head (T) is dominant to short (t).
- Tall = \_\_\_\_\_ Short = \_\_\_\_\_  
 Pink body color (P) is dominant to yellow (p).
- Pink body = \_\_\_\_\_ Yellow body = \_\_\_\_\_



4. SpongeBob SquarePants recently met SpongeSusie Roundpants at a dance. SpongeBob is heterozygous for his square shape, but SpongeSusie is round. Create a Punnett square to show the possibilities that would result if SpongeBob and SpongeSusie had children. HINT: Read question #2!


- A. List the possible genotypes and phenotypes for their children.
- B. What are the chances of a child with a square shape? \_\_\_ out of \_\_\_ or \_\_\_ %
- C. What are the chances of a child with a round shape? \_\_\_ out of \_\_\_ or \_\_\_ %

5. Patrick met Patti at the dance. Both of them are heterozygous for their pink body color, which is dominant over a yellow body color. Create a Punnett square to show the possibilities that would result if Patrick and Patti had children. HINT: Read question #3!


- A. List the possible genotypes and phenotypes for their children.
- B. What are the chances of a child with a pink body? \_\_\_ out of \_\_\_ or \_\_\_ %
- C. What are the chances of a child with a yellow body? \_\_\_ out of \_\_\_ or \_\_\_ %

# Playful artefacts

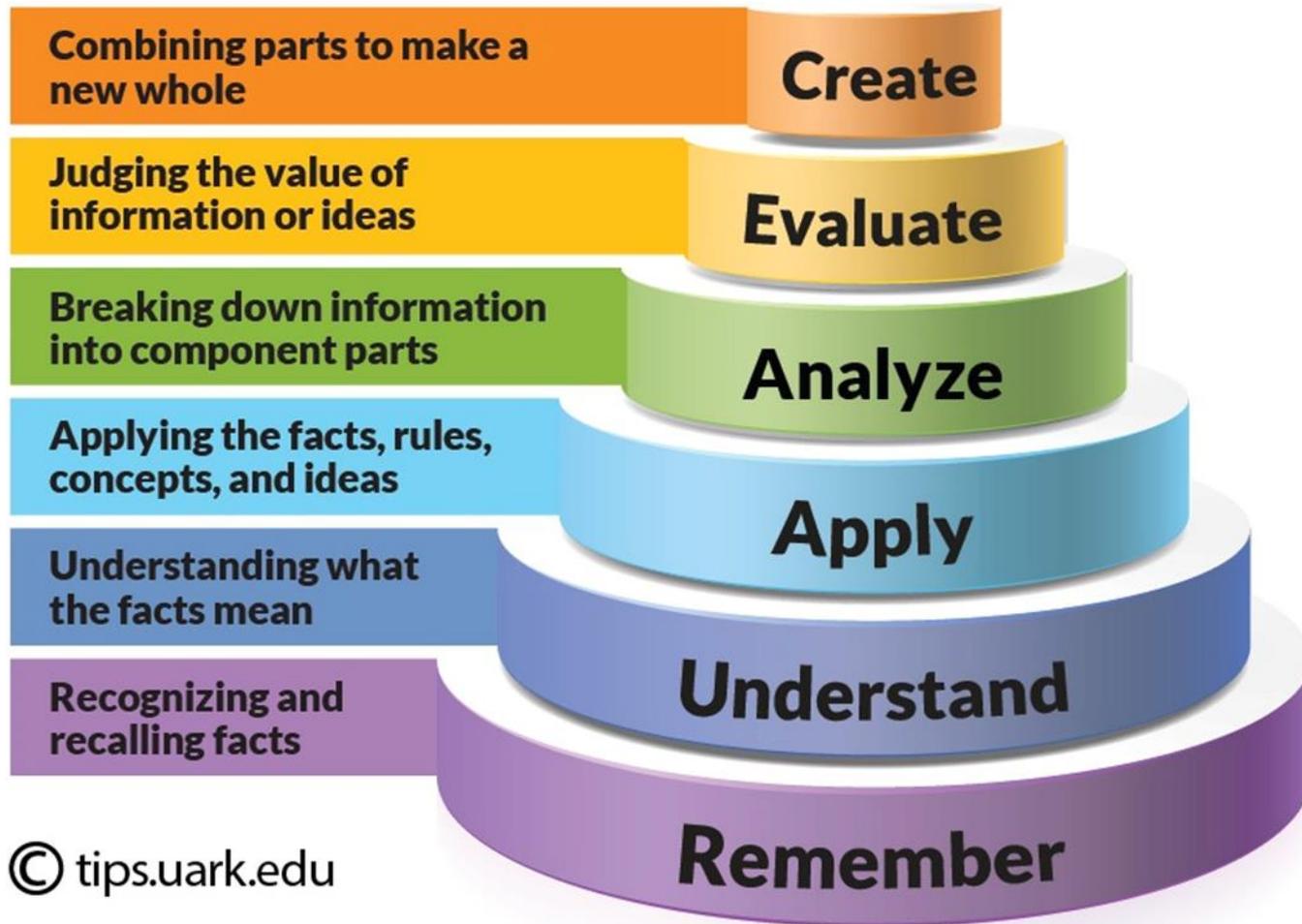


Don't worry; I'm not actually saying anything important. Up here. In the front of the room. Talking out loud. About your lesson.



someecards  
user card

# Always up for a bit of theory



# From the Early Years Foundation Stage

‘Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development. They foster the characteristics of effective early learning’  
(Early Education 2012)

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children’s learning across all areas

## Characteristics of Effective Learning

	A Unique Child: observing how a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
<b>Playing and Exploring engagement</b>  	<b>Finding out and exploring</b> <ul style="list-style-type: none"> <li>• Showing curiosity about objects, events and people</li> <li>• Using senses to explore the world around them</li> <li>• Engaging in open-ended activity</li> <li>• Showing particular interests</li> </ul>	<ul style="list-style-type: none"> <li>• Play with children. Encourage them to explore, and show your own interest in discovering new things.</li> <li>• Help children as needed to do what they are trying to do, without taking over or directing.</li> <li>• Join in play sensitively, fitting in with children’s ideas.</li> <li>• Model pretending an object is something else, and help develop roles and stories.</li> <li>• Encourage children to try new activities and to judge risks for themselves. Be sure to support children’s confidence with words and body language.</li> <li>• Pay attention to how children engage in activities -- the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products.</li> <li>• Talk about how you and the children get better at things through effort and practice, and what we all can learn when things go wrong.</li> </ul> 	<ul style="list-style-type: none"> <li>• Provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.</li> <li>• Make sure resources are relevant to children’s interests.</li> <li>• Arrange flexible indoor and outdoor space and resources where children can explore, build, move and role play.</li> <li>• Help children concentrate by limiting noise, and making spaces visually calm and orderly.</li> <li>• Plan first-hand experiences and challenges appropriate to the development of the children.</li> <li>• Ensure children have uninterrupted time to play and explore.</li> </ul>
	<b>Playing with what they know</b> <ul style="list-style-type: none"> <li>• Pretending objects are things from their experience</li> <li>• Representing their experiences in play</li> <li>• Taking on a role in their play</li> <li>• Acting out experiences with other people</li> </ul>		
	<b>Being willing to ‘have a go’</b> <ul style="list-style-type: none"> <li>• Initiating activities</li> <li>• Seeking challenge</li> <li>• Showing a ‘can do’ attitude</li> <li>• Taking a risk, engaging in new experiences, and learning by trial and error</li> </ul>		

# Play gives us permission to make mistakes

‘Play isn’t a waste of time. It delivers the same benefits for adults in higher education as it does for children... Risk is removed, so learners can practise the skills they need to develop, without worrying about failure’.  
(Walsh 2016)

Higher  
Education  
Network

## Think play is for nurseries, not universities? Think again

You might consider university students too old to play games in lectures, but it lets them experiment and deepen knowledge

Andrew Walsh

Teaching fellow and librarian for education and professional development, University of Huddersfield

Thursday 1 September  
2016 11:38 BST



Comments

5

Save for later

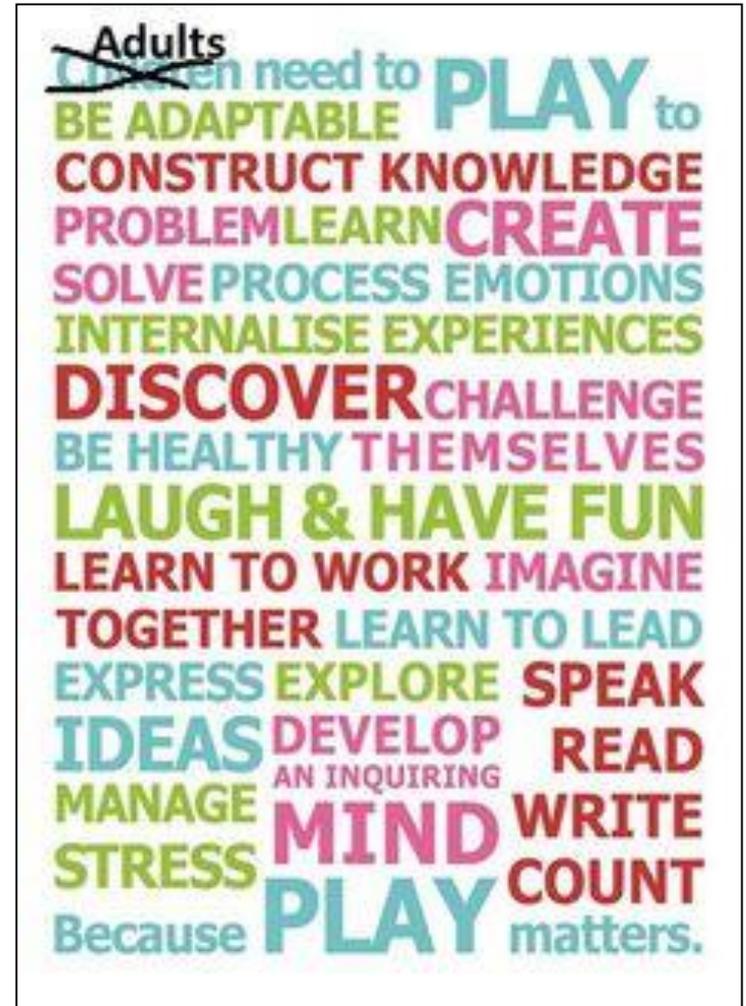


‘It can be hard to start playing as an adult, but teaching staff are in a great position to give that permission.’  
Photograph: Alamy

# Play for communication

Play is not an added extra but an integral tool in our communication toolkit. We sometimes call it creativity or lateral thinking or inventiveness.

The difference between play and other tools in our toolkit is that it is not just about what we think about something but encompasses what we do, and what we feel.



# The importance of humour

‘Humour ... has considerable merit in providing a means of access to otherwise inaccessible territory. As well, its power to transform the moment is too vital to be ignored’ (Dean 2003).



# British humour

Playfulness in the form of banter between colleagues and between staff and patients is seen as a cultural necessity within the context of healthcare provision in the NHS (Payne 2002). Exemplified by an innovative scheme run by the Oxford University Hospitals NHS Trust, new nurses from overseas were offered 'courses in colloquial English and lessons in what makes Britons laugh' as part of their induction programme as many nurses failed to understand their patients 'quaint and curious colloquialisms' and did not understand their humor (Payne 2002).

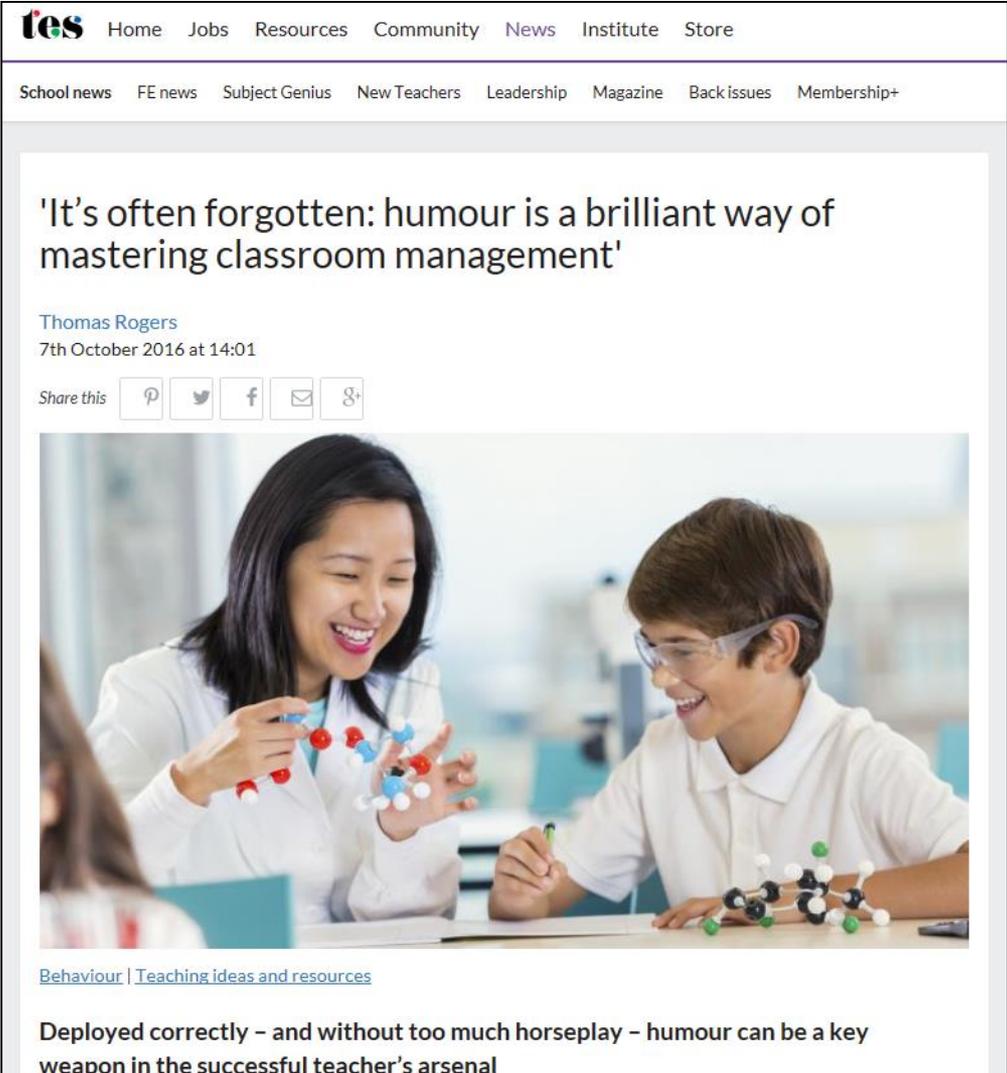
# Humour as a means of control

“One of the most popular stories on TES at the moment relates to how to manage low-level disruption.

I believe that one of the least talked about aspects of classroom management is the use of humour. It's hugely underrated...

[There is]...plenty of research that suggests humour is the most effective mode of social control. So, what's to stop it being one of the most effective forms of classroom control?”

(Rogers 2016)



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## 'It's often forgotten: humour is a brilliant way of mastering classroom management'

Thomas Rogers  
7th October 2016 at 14:01

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[Behaviour](#) | [Teaching ideas and resources](#)

Deployed correctly – and without too much horseplay – humour can be a key weapon in the successful teacher's arsenal

# However...

‘The criteria for recognising playfulness excludes behaviour in which the player is stressed or hurt by another. The unpleasant aspects of human ‘play’ can include teasing, bullying, shunning, as well as hurting and being hurt. Such behaviour lacks the positive, relaxed mood associated with play’  
(Bateson 2014)



# Promoting the use of personal hobbies

“I’ve always tried to bring my other hobbies and outside interests into the lecture theatre and research lab. For instance, I’m a huge fan of rock music, including – whisper it – heavy metal. There are deep and fundamental links between heavy metal and quantum physics” (Moriarty 2016)



Source: Getty

## Rock the work-life balance

As a young, hard-pressed academic, you’ve probably been advised to put up rigid boundaries between academic commitments and downtime in the world outside. I would urge you instead to blur those boundaries.

**The BIG UWL quiz**  
**4 taxing rounds**  
**1 minute for each round**



**Choose your team... 4 players per team**  
**Choose your team name**  
**Enjoy**

# Name the London landmarks

A



B



C



D



E



F



# General knowledge

1. How much does a first class stamp cost for a standard letter posted inland in England?
2. When was the Battle of Hastings fought?
3. What does this chemical symbol **Fe** stand for?
4. Who's theory includes '*positive reinforcement*'?
5. Who is the next Heir to the Throne in the UK?
6. Who won the FIFA World Cup in 2014?

# Science (hurrah)

1. What crisps would you be eating if they were sodium chloride and acetic acid flavour ?
2. What are the nerve cells that carry electrical messages called?
3. Where would you find cardiac muscle?
4. What do these figures relate to when linked to human bodily function – 120/80Hb
5. Roughly how long does it take for the Moon to complete one orbit around the Earth?
6. How much would you weight on the Moon?

# Commercial airliners

## 1 point for naming the type of aeroplane

A



B



Photo (C) Karsten Pelt

flugzeuginfo.net - das Flugzeuglexikon / the Aircraft Encyclopedia

C



# Schema formation

Building a schema – an introductory exercise to start you off...

Please look very carefully at the pictures of the aeroplanes below – in each box, describe what you see in relation to the aeroplane. Literally, 'say what you see' in each box.



Airbus A380



Boeing 747



Airbus A340



Great for embedding maths

# Pokémon Go

## Descriptive and inferential statistics



### SHINY HUNT PART I: WILD ENCOUNTERS

Today we are releasing the resulting shiny rate for standard **Wild Pokémon Encounters**. Our researchers have engaged in nearly **600,000** potentially shiny encounters over the last 7 months and discovered **1,325** shiny Pokémon<sup>1</sup>. Overall, this points to a shiny rate of roughly

**1 in 450**

for all species and special events. Importantly, within the 95% confidence interval the rate falls between **1 in 425** and **1 in 475** for Wild Encounters for all data collected. (Unfamiliar with confidence intervals? [Give this a read!](#)) This range leads us to deduce that roughly **1 in 450** may be a valuable approximation of the general shiny rate – though some uncertainty of the exact value remains.

# Social Learning Theory – Albert Bandura

## Reciprocal determinism

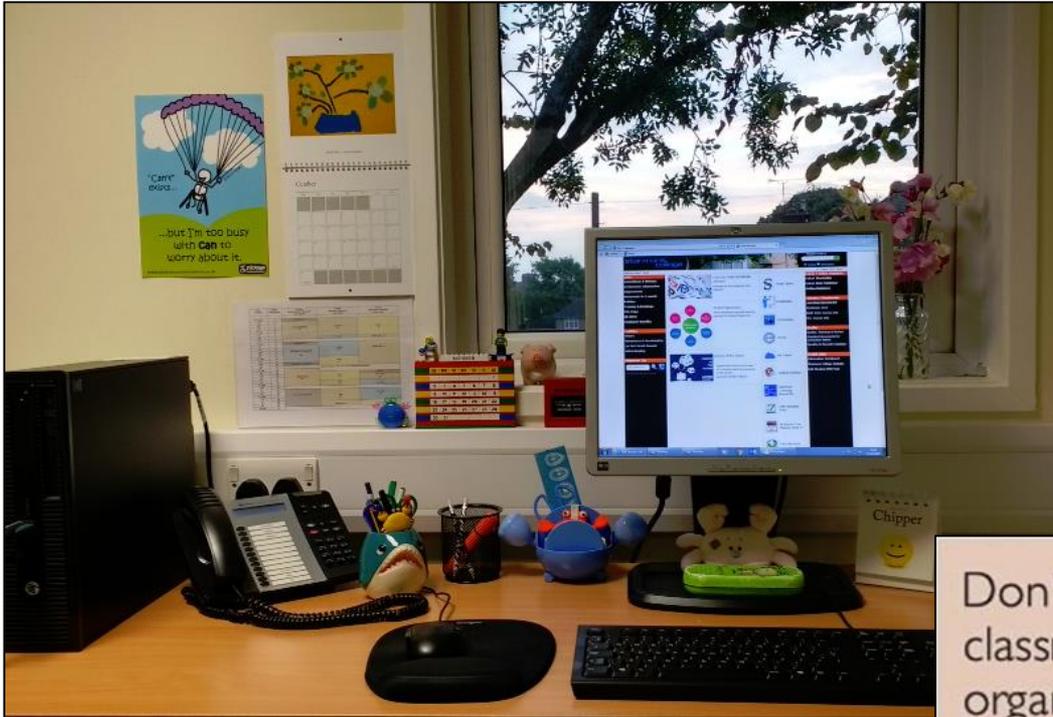
Our thinking, behaviour and the environment are constantly interacting and changing the way we think and feel. What, how and where we do things are linked together and each will affect the other.

## Self-efficacy

How an individual personally perceives and responds to differing situations. It links observational learning, social experience and reciprocal determination to define the individual's own beliefs as to how well they can manage and succeed on any given task.

(Allen and Gordon 2011)

# The role of the environment



Don't you get it? If I make my classroom super cute and organized, then the rest of my year will go so smoothly!



your e cards  
someecards.com

# The ultimate college play den



# Acknowledgements

- Stanmore College (for letting me do loads of lovely play based 'stuff')
- Colleagues who answered my strange questions
- Nicola Conibear
- Claire Weldon
- Julia Whitaker



# Thank you for 'choosing' to engage in this workshop

[a.tonkin@stanmore.ac.uk](mailto:a.tonkin@stanmore.ac.uk)

020 8420 7856



(also happy to share my Po Go Trainer Code)

ADD FRIEND

To add someone to your Friend List, enter their Trainer Code.

MY TRAINER CODE

TRAINER NAME:  
**Bally35**



TRAINER CODE:

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